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OT 620 Pentateuch

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OT (IBS) 620 Pentateuch
Asbury Theological Seminary – Florida

Spring 2001

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"Apply the whole of the text to yourself; apply the whole of yourself to the text." – J. Wesley

I. GENERAL COURSE DESCRIPTION

This course is a study of Genesis through Deuteronomy. It builds on the methodology of the first Inductive Biblical Studies course by further use of what has been previously learned and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the books as a whole and the synthesis of books. In addition, attention is given to thinking, valuing and living biblically by learning how to apply Scripture to life and ministry.

II. COURSE OBJECTIVES

A. Methodology. By the end of the course the student should be able evidentially and contextually to:

1. Interpret books-as-wholes and any of their parts in light of the whole;
2. Evaluate and apply passages thus interpreted;
3. Correlate the theology of the passages studied to the teaching of other biblical materials, thus moving toward a biblical theology.

B. Content. The student shall be able to:

1. Think through the contents of each book of the Pentateuch studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Pentateuch;
3. Use a general knowledge of the historical and religious background of the Pentateuch in the interpretation of these books.

C. Attitude. The student should desire and intend to:

1. Apply the inductive method to other biblical books;
2. Make the Pentateuch the object of life-long study;
3. Use the Pentateuch as a resource for preaching, teaching and living.

* Significant portions of this syllabus reflect the influences of my IBS teachers at ATS (Profs. David Thompson and David Bauer) as well as their mentor in the method Robert A. Traina who taught IBS (then English Bible) at ATS from 1966-88. I am grateful and thankful for the role that the IBS department has played in my development as a person, teacher, and interpreter of Scripture.

III. CLASS RESOURCES

A. Required Texts

1. RSV, NRSV, NIV, or some other non-paraphrased version of the Bible. The best Bible for IBS is one that contains only the text without paragraph headings, study notes, etc.
2. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson **or** Methodical Bible Study. Zondervan, 1982. Robert Traina. Buy whichever one you have not read previously.
3. Biblical Resources for Ministry, edited by David R. Bauer. Second edition. Evangel Press, 1995.
4. Walter Brueggemann. Genesis. Interpretation. Westminster John Knox, 1982.
5. John I. Durham. Exodus. WBC. Word, 1987.
6. Patrick D. Miller. Deuteronomy. Interpretation. Westminster John Knox, 1990.

B. On-line Class Resources

A First Class account is required for this class. Within First Class you will find:

- OT620 (IBS) Pentateuch Class Folder. Here, off campus questions and discussion may take place. Also, group work will be done via this folder.
- Powerpoint Slides. Copies of all the Power point overheads/slides we use in class are also here. View by left clicking on folder Intranet/Students/Faculty Presentations.
- Assigned Study Groups. On-line study groups are an option for those interested. These will be available only for Lessons II-IV as we all work to review and get up-to-speed with IBS again.

C. Reserve Shelf (see attached list)

IV. COURSE PROCEDURES

A. Inductive Studies of the Pentateuch.

The essential core of this class is your direct, individual study of assigned portions of the Pentateuch. To maximize your acquisition of the IBS methodology schedule your preparation time so that your assignments are done on-time.

Your assignments will consist *primarily* of your work, not the work of other commentators. Commentaries are to be consulted only after your own interpretive work has been completed and then clear documentation must be made of these sources. As you know, IBS is not about collecting the remarks of other sources. It is about gaining confidence through the application of a tested methodology to interpret the message of Scripture on your own. Believe me when I say that the IBS methodology will be one of the key assets that you acquire here at Asbury. It will serve you for the rest of your ministry.

B. Format.

1. Please place the following items on upper right-hand corner:
 - a. Student's name (please print, large "font")
 - b. Lesson numeral and page number (IV-1, IV-2)
 - c. Date due/Date completed, in that order (e.g., Sept. 21/Sept. 20)

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted

2. Please write/print on one side only of paper, ink only, except for charts where pencil and/or colored markers may be necessary at times.

C. Evaluation and Feedback

1. Lessons. All lessons are due to be submitted, complete at class time as assigned. Selected lessons will be graded for written feedback.
2. Classroom instruction and interaction.

D. Grade Components.

Lessons

I - III	15%
IV - VII	25%
VIII - XI	30%
XII - XIII	30%

Except in cases of emergency or by previous arrangement with the instructor, work submitted late may be accepted for credit but will not be graded.

Grading Criteria

1. Legibility
2. Use of induction
3. Systematic application of the method
4. Depth of observations and inferences
5. Clear demarcation between interpretation and evaluation/application
6. Critical use of secondary sources
7. Integrated interpretation of the "big-picture", not merely of fragments or unrelated questions.

E. Extra-credit Research and Bibliographic Review.

Extra-credit is available to those who are interested. By completing a Bibliographic review, a student may raise her grade one level (e.g., A- to A) by means of a minimum of a 15 hour investment.

F. Course Requirements

1. Completion and submission of assignments and lessons in writing as assigned.
2. Punctual attendance at all classes for the entire class. One absence is allowed without penalty. Every absence beyond that will cancel credit for one graded lesson, unless provisions are made for make up work. Responsibility for such "make up" rests with the student.

3. Responsible *prompt* handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class.

V. INDUCTIVE STUDIES IN THE PENTATEUCH
NINE HOURS IS THE MAXIMUM THAT IS EXPECTED TO BE SPENT ON EACH LESSON*

Suggestions:

1. *Read through an entire assignment before beginning it.*
2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

GROUP ONE: LESSONS I - III (15%)

LESSON I. SYLLABUS & FOUNDATIONS

FEBRUARY 13

1. Read through the syllabus, establishing the base of our mutual accountability for acquaintance with its contents.
2. Reflect on your prior exegetical and Inductive Biblical Studies educational experience and the readings just completed in nos. 1 & 2. **List** the most important questions you have about methodical Bible study and about your own study of Scripture in light of this experience, especially your most recent Inductive Biblical Studies instruction, and come prepared to discuss these questions and to submit your list for review.
3. Read Bible Study That Works, revised edition and write a one full page, typed, single spaced critical interaction with the work **or** if you have already read BSTW read 100 pages of Methodical Bible Study and complete the reflection paper.

LESSON II. GENESIS 2:4 - 4:26

FEBRUARY 20

If possible work on this lesson with your assigned study group on-line. This is not a group project as each individual is responsible for the entire assignment. However, within your group, you may consult, critique, and share ideas. This is not required but will provide you an opportunity to dialogue with colleagues outside of class as you review method in these early lessons.

1. Survey 2:4 - 4:26
 - a. Locate and title the **main units and sub-units** within this section.
 - b. Identify a **few, major structural relationships** operative in the unit as a whole. Briefly describe the specific materials involved in each structure. Always give references. Cf. BSTW, 32-43; MBS. 36-67.
 - c. Identify the set of structural observations you regard as most important to an understanding of this unit. Focusing on these observations, pose a coherent set of **interpretive questions** regarding the observations and the structure itself (See Handout and/or BSTW, 44-49)
 - d. Based on your structural observations, identify the **strategic areas** which provide insight into the unit as a whole. Give reasons for each selection in

terms of its relationship to your structural observations. It may be helpful also to state these with each major law.

- d. Identify **literary forms or genres** in the section as you are able.
 - e. Describe the **atmosphere** of the unit.
 - f. Note data relevant to compositional history, probable first readers, etc.
2. Analysis.
- a. Preparation: bring forward the questions you posed above. Focus first on the “what is involved in” questions and on definitional questions.
 - b. By analysis of the unit and careful, inferential reflection on your analyses, answer these questions as thoroughly as your time will allow, relying thus upon the objective determinant of context (BSTW, 49-64). Answering the definitive question, “What is involved in...?” is often an excellent way to focus the initial stages of analysis.
 - 1) Record observations and inferences, separating them clearly using either the two-column format or some other indicator.
 - 2) Number observations and give Bible references. Go beyond repetition of the text. Probe, analyze, describe, label, say something about what is in the text.
 - 3) Avoid non-significant rehearsal of grammar and go beyond even significant grammatical analysis to other matters.
 - c. Possible focus. You may find it helpful to begin your analysis process by focus on the strategic passage related to the structural insights you are going to pursue, moving from this passage then to selected features of the unit as a whole which are involved.
 - d. If it is necessary to move beyond immediate-context definition of key terms, consult published word studies (See VI.D) or do your own strictly limited inquiry of a word’s use.
 - e. Save time for reflection on rational and implicational questions related to the matters you have studied.
 - f. After you have done your own analysis, consult a respected interpreter of your passage. Interact critically with this resource, integrating the results into the answers to your interpretive questions.
 - g. Summarize your findings.
 - h. **Remember: in the preceding work, you are aiming at a significant, integrated interpretation of a significant feature of the unit as a whole, not a collection of disconnected answers to "little" questions.**
3. Synthesis (Select one of these synthetic exercises.).
- a. Content Interpreted. Summarize the essential content of the unit, recasting it into fresh wording, making important implicit matters explicit, clarifying ambiguities, drawing out important assumptions and implications.
 - b. Context. Taking your findings in this study into account, reflect on how the unit fits into the division and/or book.
 - c. Purpose. To whom is this unit addressed--with what problems, misunderstandings, weaknesses, etc. in mind?

LESSON III. GENESIS 11:27-25:18

FEBRUARY 27

If possible, continue your on-line group work on this lesson. Remember the suggestions at the beginning of the lessons.

1. Quickly and briefly note the emphases of chapters 4-11 and their main ties to what precedes and follows. DO NOT invest major time here.
2. Study this book division (11:27-25:18), adapting Lesson II to a unit of this size (e.g., title segments and major units but not paragraphs).
3. If possible from your structural insights, include the promise-covenant motif or the characteristics of Abraham and his relationship to God among the matters analyzed.
4. Synthesis. Follow Lesson II or respond to these question. How does the Abraham narrative illuminate the covenant solution to the problem of sin and judgment set forth in Genesis 1-11?

GROUP TWO: LESSONS IV - VII (25%)

LESSON IV. SURVEY OF THE BOOK OF EXODUS

MARCH 6

This is the last lesson that allows the use of the on-line consultation groups.

1. Title the chapters/segments. Be creative. The purpose of this is so that you can easily bring to mind the content of the book without recourse to the text. Discern the general nature of the work also (BSTW 27-31; MBS 53-59).
2. Locate and title the main units and sub-units in the book and identify a **the, major structural relationships** operative between these and in the book as a whole (BSTW, 32-43; MBS 38-66). Briefly describe the specific materials involved in each structure. Give references. Remember: a major structural relationship will control the bulk of the material in the book or at minimum be operative between two main units.
3. Ask a brief, coherent set of **interpretive questions** regarding each major structural relationship observed and record them with each major set of structural observations (BSTW, 44-49).
4. On the basis of your structural observations, identify the **strategic areas** which provide insight into the book as a whole. Give reasons for each selection in terms of structural significance. List one strategic area for each major structural relationship observed. Note that there may be possible overlap.
5. Identify **literary forms** of book-level significance.
6. Observe the **atmosphere** of the book.
7. Note data bearing on such **critical questions** as author, place, date of writing, history of composition, recipients, etc. **Approach these questions inductively** from the book itself, not from introductory remarks in your study Bible or from other secondary sources. You will have plenty of time to consult these sources during the course of further study.
8. Note other **major impressions and questions** relating to the book as a whole.
9. Present your major findings (content, structure, strategic passages, etc.) on a book chart. You may need a legal size sheet for books of this size.
10. Read the discussion of the book in B.S. Childs, *Introduction to the Old Testament as Scripture* (Philadelphia: Fortress, 1979).

LESSON V. EXODUS 3:1-6:1

MARCH 13

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs). Go back and review those instructions.
2. Include in your study a focus on 3:1-4:17. What is the significance of the burning bush event in its larger context? Plot the flow of the conversation between God and Moses, making observations about it and drawing inferences regarding the significance of the passage.

LESSON VI. EXODUS 6:2 – 14:31

MARCH 20

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Reflect on the purpose/necessity of Moses' second call in light of 3:1-6:1.
3. Include a study of the verb “know” in this division (and the book). How do your findings illuminate the purpose of the plagues and the relationship of the plagues to chs. 1-6?
4. Synthesis. Why does Yahweh deliver Israel? Is there a purpose to it?

NOTE: DO EITHER LESSON VII OR VII-A

LESSON VII. EXODUS 19-24

MARCH 27

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Include in your study a detailed interpretation of 19:5-6, relying primarily, if not entirely, on inferences you can make from a detailed examination of the passage itself and a study of its context. Relate your findings to other references to the motivation for keeping the commands.
3. In what sense are the Ten Commandments as a whole a logical outgrowth of what precedes, especially in chapters 19 and 20.
4. How does this unit relate to the deliverance and wilderness narratives (Exod 1-18)?
4. Select a main truth (or a cluster of related truths) from your findings. Evaluate it, in anticipation of application (BSTW, 65-94; MBS, 201-220).
5. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

OR LESSON VIII-A. EXODUS 32-34

MARCH 27

1. Study this division of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Include attention to chapters 32-34 and the unit's contrast with its context as a clue to the purpose of this sub-unit.
5. Pay attention to the role that Moses plays in this section, especially in terms of intercession. Relate Moses' characterization to that found earlier in the book.
6. In what way is this unit significant for understanding Yahweh's character.
7. Select a main truth (or a cluster of related truths) from your findings. Evaluate it, in anticipation of application (BSTW, 65-94; MBS, 201-220).
8. Remember that evaluation goes beyond citation of Scripture to the drawing out of evaluative inferences.

GROUP THREE: LESSONS VIII - XI (30%)

- LESSON VIII – EXODUS 15:1-21: The Synthetic Center of Exodus APRIL 3
1. Study this unit applying Lesson II to a unit of this size. What does this Song teach about the character of Yahweh and the nature of the Exodus?
 2. What is the relationship between the two songs sung in this unit? Implications?
 3. In what manner, may Exod 15:1-21 be understood as the climax of Exod 1-14?
 4. In what ways, does Exod 15:1-21 look forward to 15:22-40:38?
 5. Summary: How does the Song of the Sea serve as the synthetic center of the Book of Exodus?
 6. Select a main truth (or a cluster of related truths) from your study. Evaluate it, in anticipation of application.

- LESSON IX-A. SURVEY OF THE BOOK OF LEVITICUS APRIL 17
- Apply Lesson IV to this book. Spend only 4 hrs on this. Only do steps 1-4. **Note that the next lesson is due this week as well.**

- LESSON IX-B. LEVITICUS 1-7 APRIL 17
- Spend only 5 hours on this lesson.
1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs). Remember the “What is involved in...?” question.
 2. In the course of this study, make certain you study the various offerings, comparing and contrasting them. For example, trace the main steps in each offering, putting yourself in the place of the worshipper. On the basis of such empathy, indicate the possible purpose of each step.
 3. What do these offerings teach about God (theology), humanity (anthropology), sin (hamartiology), redemption (soteriology)?
 4. Select a main truth (or cluster of related truths) from your findings. Evaluate it, in anticipation of application.
 5. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

- LESSON X. SURVEY OF THE BOOK OF NUMBERS APRIL 24
- Apply Lesson IV to this book.

- LESSON XI. SURVEY OF THE BOOK OF DEUTERONOMY MAY 1
- Apply Lesson IV to this book.

GROUP FOUR: LESSONS XII - XIII (30%)

- LESSON XII. DEUTERONOMY 5-11 MAY 8
1. Study this section of the book, adapting Lesson II to a unit of this size.
 2. Study the uses of the words “fear” and “love” in this book. Cf. your results with studies in a work from Bibliography D. Why are these concepts related to the obedience of God’s law?

3. Select a main truth from your findings. Evaluate it, in anticipation of application. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply the truth.

LESSON XIII. SYNTHESIS AND “FINAL” LESSON: DEUTERONOMY 27-30, 31-34
MAY 15, TUESDAY

1. Study these sections of the book, adapting Lesson II to units of this size. Go back and review those suggestions. Remember to include biblical references. Give primary attention to chs. 27-30.
2. Interpret 30:15-20 in some detail and relate significant features of this paragraph to the larger context of Deuteronomy and the Pentateuch as a whole.
3. Select a main truth (or cluster of related truths) from your findings in the study of 30:15-20 in context. Evaluate it. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply that truth.

This lesson is due at the beginning of class and serves as our “final.” We will be engaged for the full two hours on this and other matters.

VI. SELECT BIBLIOGRAPHY

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- Blair, Edward P. The Bible and You. Abingdon-Cokesbury, 1953.
- Cotterell, Peter and Max Turner. Linguistics and Biblical Interpretation. Downers Grove: InterVarsity, 1989.
- Eberhardt, Charles R. The Bible in the Making of Ministers. Association Press, 1949.
- Hayes, John H. and Carl R. Holladay. Biblical Exegesis: A Beginner's Handbook. revised edition. John Knox, 1987.
- Kaiser, Otto and Werner G. Kümmel. Exegetical Method: A Student's Handbook. Trans. E. V. N. Goetchius. Seabury, 1963.
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- Miller, Donald G. The Way to Biblical Preaching. Abingdon, 1957.
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- Silva, Moisés. Has The Church Misread the Bible? The History of Interpretation in Light of Current Issues. Vol. 1 of Foundations of Contemporary Interpretation. Grand Rapids: Zondervan, 1987.
- Thompson, David L. Bible Study That Works. Revised edition. Nappanee, IN: Evangel Press, 1994.P

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B. PENTATEUCH/HEXATEUCH STUDIES

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C. INDIVIDUAL BOOKS (See Biblical Resources for Ministry – the following list is supplemental)

“Genesis,” “Exodus,” “Leviticus,” “Numbers,” and “Deuteronomy” in The New Interpreter’s Bible: A Commentary in Twelve Volumes. Vols. 1-2. Abingdon.

1. Exodus

Burns, Rita J. Exodus, Leviticus, Numbers with Excursuses on Feast/Ritual and Typology. Old Testament Message: A Biblical-Theological Commentary. Wilmington, De.: Glazier, 1983.

Propp, William H. C. Exodus 1-18: A New Translation with Introduction and Commentary. The Anchor Bible. New York: Doubleday, 1999.

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2. Numbers

Dennis Olson. Numbers. Interpretation. WJK.

3. Deuteronomy

Tigay, Jeffrey H. Deuteronomy: The Traditional Hebrew Text with the New JPS Translation. JPS Torah Commentary. Philadelphia: JPS, 1996.

D. WORD STUDY RESOURCES

Concordances and Indexes

Bible Works 4.0

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E. OLD TESTAMENT THEOLOGY

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